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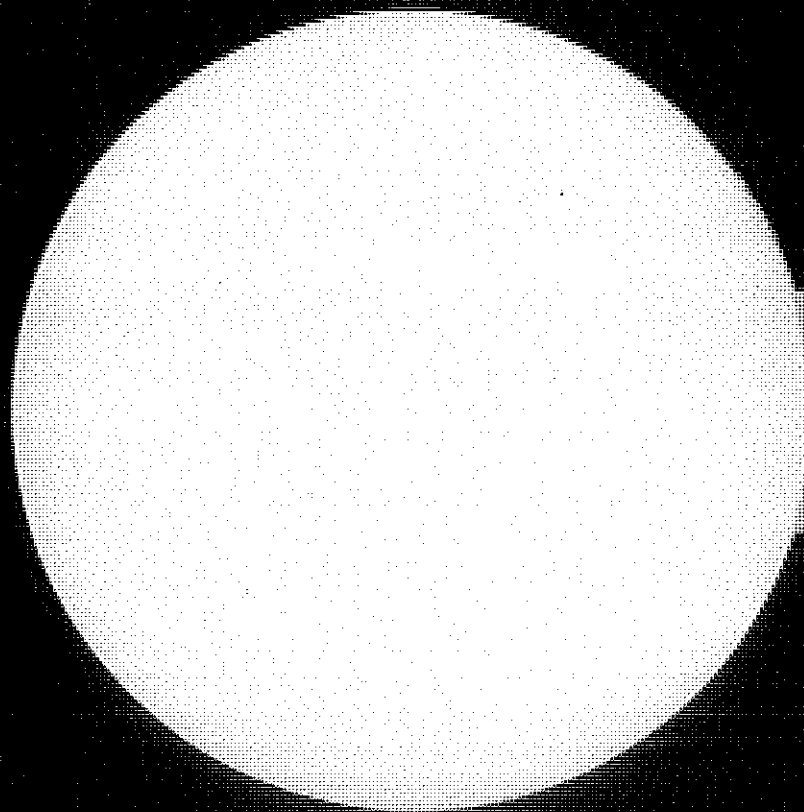
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University of Minnesota

MFT * TTT

NATIVE AMERICANS IN THE NEW WORLD:
A GENERAL RESOURCE UNIT FOR THE
ELEMENTARY AND MIDDLE SCHOOLS

NATAM XVIII

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NATAM XVIII

by

Elroy T. Gulbrandson

Series Coordinators:
Arthur M. Harkins, College of Education
I. Karon Sherarts, CURA
G. William Craig, General College
Richard G. Woods, CURA
Charles R. Bruning, College of Education

Training Center for
Community Programs
in coordination with
Office of Community Programs
Center for Urban and Regional Affairs
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Minnesota Federation of Teachers

University of Minnesota
Minneapolis, Minnesota

July, 1970

THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

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USOE

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This is a section of the Final Report of the National Study of American Indian Education, which has been funded by the United States Office of Education.

The work reported here is part of a large University of Minnesota project, which has been financed from several sources.

A Note on the NATAM Curriculum Series

This curriculum unit was prepared by a Minnesota school teacher. The teacher has recently completed a University course (H.Ed. 111) on Indian education offered through the College of Education and the General Extension Division during the Spring Quarter, 1970. The course, greatly strengthened by the active participation of the Indian Upward Bound Program at the University of Minnesota, grows out of an attempt to deal with certain problems noted in the University of Minnesota aspects of the National Study of American Indian Education.

We believe this unit to be of possible value to Minnesota school teachers. We offer it as an example of what one teacher can do, after minimal preparation, toward developing curriculum materials on a "solo" basis for personal classroom use.

Efforts of this kind are obviously not professional in the strictest sense. Yet they do offer Minnesota teachers with some immediately useable materials, written by their colleagues as the latter develop expertise within a new area of personal interest and growing competence. In this sense, the NATAM Curriculum Series offers the chance to provide a needed service and to test a staff development model.

We solicit your comments on any aspect of this series.

The Coordinators

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Preface

Indians in the United States (A Resource Unit)

This unit was developed to help give the children a background of the American Indian in order that they might better understand and appreciate one phase of the cultural heritage of our country.

I do not feel it to be a complete entity in itself, but it would be an adequate beginning in the teaching of a unit on Indians in the United States.

Introduction

When Europeans came to this country they met the natives that they called Indians. There are many early descriptions of these first Americans. Many of these first Europeans described the Indians in a favorable way. The general view, however, was that the Indians were blood-thirsty, barbaric, drunken, dishonest, stupid, and a long list of other unfavorable descriptions. In this introduction there are a number of each of these views - positive and negative. It is our job to analyze and compare them and try to come to some understanding of the Indians.

I. First Views

Very early in the period of European expansion contrary views of the character of the Native American developed.

A. Arthur Barlow, 1584

The Englishman who accompanied Barlow and Philip Amidas to Roanoke, North Carolina found the natives to be:

as mannerly and civil as any in Europe. The English were entertained with all love and kindness, and with as much bountie (after their manner) as they possibly could devise... we found the people most gentle, loving, and faithful, void of all guile and treason, and such as live after the manner of the golden age.

B. William Bradford, 1617

When the English Puritans in the Netherland decided to leave that country:

the place they had thoughts on was some of those vast and unpeopled countries of America, which are fruit full and fit for habitation, being devoid of all civil inhabitants, where there are only savage and brutish men, which range up and down, little otherwise than the wild beasts of the same - They would, however be in continual danger of ye savage people, who are

cruel, barbarous, and most treacherous, being contents only to kill, and take away life, but delight to torment men in ye most bloodie manner that may be; fleaing some alive..., cutting of ye members and joynts of others by peesmeale, and broiling on ye coles, eate ye collops of their flesh in their sight whilst they live; with other cruelties horrible to be related.

II. The Negative Approach

A. Father Luis Velarde, ca. 1716

The following was written by a Jesuit missionary in northern Sonora; in it, Father Velarde betrays a tendency to value Spanish imperial interests above Christian brotherhood:

and truly it has been due to the particular providence of our Lord, that this nation (the friendly Pimas of Arizona - Sonora) has been diminished due to continuous epidemics; for because of their pride there are not lacking among them people who are restless and troublesome.

B. An Anonymous Franciscan, 1769

To this Franciscan, the natives of California in 1769, when the Spaniards first established themselves there, were:

without religion, or government, (having) nothing more than diverse superstitions and a type of democracy similar to that of ants. Each village recognizes a leader (whom they obey very little). From this (stem) their continuous debates and factions.

C. Mrs. D.B. Bates, 1851

Mrs. Bates, a new arrival in California from New England:

It is universally conceded that the California Indians possess but a few, if any, of those noble daring traits of character which have distinguished the savage tribes of the Atlantic States....The extreme indolence of their nature, the squalid condition in which they live, the pusillanimity of their sports, and the general imbecility of their intellects, render them rather objects of contempt than admiration.

D. Louis Clappe, 1852

Louise Clappe voiced similar sentiments about the natives of Northeastern California:

Viewed in the most favorable manner, these poor creatures are miserably brutish and degraded, having very little in common with the lofty and eloquent aborigines of the United States. It is said that their entire language contains but twenty words.

E. Frederick Law Olmsted, 1856

In South Texas Olmsted came upon a camp of Lipan Apache with a few Mescaleros and Tonkawas:

Here...was nothing but the most miserable squalor, foul obscenity, and disgusting brutishness, if there be excepted the occasional evidence of a sly and impish keenness. We could not find even one of many dignified; the universal expression toward us was either a silly leer or a stupid indifference.... The faces of both sexes were hideously streaked with paint, the features very coarse, nose large, and cheekbones particularly prominent....

F. General John Pope, 1881:

It is idle to talk of civilizing the Mescalero Apaches. They are savages, pure and simple.

G. Captain J. Lee Humfreville (an officer in the U.S. Army), 1897:

Our savage Indians had no idea of the ownership of land either individually or collectively....The idea propagated by some modern sentimentalists that in resisting the march of civilization the wild Indians were fighting for their homes and firesides belongs to fiction rather than to fact....They had no home and no fireside, in the civilized sense of these terms.

Like all other savage people, his [the Indian's] intellectual gifts were limited....There was in the Indian nature a trait of intractability not found in any other portion of the human race.... He has shown himself incapable of even a veneer of civilization. He might be brought up in the midst of civilized surroundings and educated, but at the first opportunity he would relapse into his original barbarism.

Coupled with his barbarous instincts...was his natural inclination to cruelty. It has been truly said that all savage races are like children, in that they have no adequate conception of suffering or pain suffered by others. They were entirely devoid of sympathy. The controlling instinct of the Indian was to kill.

It may seem strange that a people so vicious and murderous should pray, - nevertheless the custom obtained among nearly all Indians. The Indian could hardly be said to have possessed any moral nature. In the first place, he had no abstract ideas. He could understand nothing unless it appeared to him in the concrete. There were no words in his language to express moral ideas.... He was naturally distrustful....Of all the savage races the Indian was the only one who never tried to imitate the white man....Any one knowing his character would not trust him in any way....He was the very impersonation of duplicity....Occasionally, it is true, the Indian evinced some commendable traits of character. But these were the exception to the rule.

It is difficult to place the Indian intellectually. Other savage races when brought within the environment of civilization have afforded brilliant instances of individual effort, but the Indian never....He was animal in his instincts, and he neither knew nor cared about anything - Indians were obscene to a degree unknown to any other people. They seemed to have no conception of vulgarity, obscenity, or decency.... Morality, as we understand it, was unknown among them. Having no conception of right and wrong, murder was not considered a crime....All Indians are lazy and thievish, work being considered degrading - vindictiveness and ferocity... is a part of Indian nature....

III. The Positive Approach

A. Benjamin Franklin, 1784:

Savages we call them, because their manners differ from ours, which we think the perfection of civility, they think the same of theirs....Our laborious manner of life, compared with theirs, they esteem slavish and base; and the learning, on which we value ourselves, they regard as frivolous and useless.

B. Thomas Jefferson, 1785

I am safe in affirming that the proofs of genius given by the Indians of North America place them on a level with whites in the same uncultivated state. The North of Europe furnishes subjects enough for comparison

with them, and for a proof of their equality, I have seen some thousands myself, and conversed much with them, and have found in them a masculine, sound understanding....I believe the Indian to be in body and mind equal to the white man.

C. Governor Pedro Fages of California, 1787

It is well-known to all of the first discoverers of this country, and to those who have come since, that the Indians located from this place [Ventura] as far as the mission of San Luis [Obispo] have a type of civility and manners that has not been observed in the rest. They are bright, hard workers, and from particular industries it can be said that [they] are of a quality midway between gente de razon (hispanicized persons) and the other Indians.

D. Alexander Ross, 1811

The Oakinacker (Oakanagan) Indians of Washington... are a sedate and docile people, and very susceptible of improvement, and could, with comparatively little trouble, I am confident, be brought round to a state of civilization. Their superstitions seem to be the only barrier between them and the attainment of a more refined state.

Concepts to Remember

1. An Indian is a person with at least one-fourth Indian blood and may be eligible to attend federal Indian schools. He is considered an Indian if he lives in an Indian community.
2. Intermountain School, Brigham City, Utah, is the largest Indian school in the United States. (approximately 2,000 students)
3. Indians are not "Vanishing Americans." As a result of better medical care, education and health practices, Indians are increasing in numbers.
4. The term non-Indian rather than white should be used.
5. An Indian can become President of the United States.
6. Indians pay taxes and are not wards of the government.
7. Indians consider themselves members of a tribe rather than as individuals in a community.
8. Many Indians have a poor self-image.
9. Indians have never had a money economy background.
10. The Indian Reorganization Act of 1934 gave Indians self government and self direction.
11. Indians became United States citizens in 1924 by an act of Congress.
12. Indians have practiced group control by criticizing each other.
13. Indians often will not tell each other what to do.
14. A culture is always changing.
15. Indians seldom will take responsibility for each other's actions.
16. The traditional Indian society was not competitive.
17. Indian life is oriented toward leisure.
18. We made little or no provision for Indians in the political structure of our nation.
19. Indians establish rapport by asking "Who is your kin?" rather than "What do you do?"
20. Indians constitute approximately .2 of 1% of our population.

21. Contributions:
 - a) word to our language
 - b) foods
 - c) log cabin
 - d) arts and crafts
 - e) athletic achievements
 - f) strategy in warfare
22. Indian tribes differed from one another in:
 - a) homes
 - b) physical stature
 - c) languages
 - d) values
23. How Indian tribes were alike:
 - a) cooperative societies
 - b) used shame and punishment rather than guilt
 - c) "local", local government
 - d) compact living quarters
 - e) not time oriented as in Western culture
 - f) not habituated to work
 - g) not oriented to saving for the future
24. Indian tribes had no orphans
25. A poor home is better than an institution
26. All cultures are utilitarian. People change when they see the value and the need.
27. Indians have very colorful traditions.
28. Two misconceptions about Indians:
 - a) federal government supplies all Indians with checks
 - b) all Indians receive welfare payments continually
29. The Indian income is generally very low compared to the income of the average non-Indian.
30. There is little pressure from the home for students to obtain good grades, but there is some support for education.
31. Indians have made rapid changes, especially in the last decade.
32. Non-Indians should make the first move toward cooperation with the Indians.

General Objectives

1. To give the student an understanding of the history of the American Indian and their contribution to our modern society.
2. To give the student an understanding of the Indian situation in America today and the future outlook for the Indian in our American culture.

NOTE:

I am assuming and therefore not listing all the work study skills and personal and social values which we feel should be taught in every unit. These skills and values which are hoped for are the desired outcome of the entire educational program.

Specific Objectives

- To become acquainted with the location, size, and habits of the various Indian tribes.
- To learn about the distinctive characteristics of Indian dress and social customs.
- To learn more about and appreciate the heroic struggle of the Indian in defense of his home against the white man.
- To learn something about the way in which the Indians governed themselves.
- To understand how people live in a culture much simpler than our own.
- To learn the meanings of some common Indian words and phrases.
- To begin to understand how differences in climate and terrain can help to predispose certain cultural characteristics.
- To learn about the Indian's method of barter and exchange.
- To see some direct influences of the Indians on America and the rest of the world.
- To learn about the plants and animals which the Indians made use of in meeting their needs.
- To understand how the Indians made their clothes.
- To learn about the different types of villages and shelter.
- To know more about the hardships which the Indians had to endure in their struggle with nature.
- To become familiar with some of the common foods which the Indians consumed.
- To learn more about the Indian method of education of youth.
- To better understand some of the concepts involved in some Indian religions and how they might have evolved.
- To become aware of and appreciate Indian arts, music, crafts, and legends.
- To learn something about prominent Indian leaders.
- To see how the Indian children lived in comparison with the way in which we live today.
- To become familiar with some of the Indian dances and their purposes.

To understand how the Indians prepared their food, what they ate, and how it was obtained.

To learn how the Indians provided for transportation and communication.

To develop a better understanding of the types of recreation in which the Indians indulged.

TO BECOME AWARE OF THE LIKENESSES AND DIFFERENCES IN THE WAY INDIANS AND OTHER PEOPLE HAVE DEALT WITH SIMILAR PROBLEMS.

Subject Matter

A. Shelter

1. What kind of houses did they have?
2. How were they built?
3. Where and how were materials obtained?

B. Food

1. What did they eat?
2. How did they obtain their food?
3. How did they prepare their food?

C. Clothing

1. What did they wear?
2. What is used in the making of their cloths and where did they obtain it?
3. How did they make their cloth?

D. Transportation and Communication

1. What means of communication did they use?
2. How did they move about from one place to another?

E. Aesthetic expression

1. What were some of the various types of art that the Indians had?
2. What are some of the Indian songs?
3. What types of instruments did they have?

F. Government

1. How did they govern themselves in the past?
2. How are they governed today?

G. Religion

1. How did the Indian make use of ceremonies?
2. How did they express their way of life through ceremonies?
3. Why did they use certain ceremonial dress and ornaments?

H. Recreation

1. How did the Indians spend their leisure time?
2. What were some of the games and contests that the Indians played?
3. How much leisure time did the Indian have in comparison with what we have today?

I. Education

1. How were Indian children taught?
2. What were they expected to learn?

J. Implements and farming

1. What tools were used in farming?
2. What weapons were used in hunting and fishing?
3. What utensils were used in food preparation?

K. Indian tribes

1. What are some of the larger Indian tribes and where did they live?
2. Who were some of the leaders of these tribes?
3. Why do these tribes differ so much in their ways of life?

Suggested Approaches for Initiating Activities

1. Arrange the room environment by putting up pictures around the room about Indians and Indian life.
2. Have an abundance of books about the room, at various reading levels, which would interest the children and create a desire for more information.
3. Arrange an exhibit in some part of the room containing Indian artifacts such as implements, clothing, or any other suitable equipment which would help to motivate the children in developing a desire for more information.
4. Read or tell some interesting stories about an Indian leader or legend.
5. Show films about Indians. (See film index)
6. A discussion about Indians might be developed which would stimulate the children into looking for the answers to questions which have been raised.
7. An initiation through a group activity such as a dance or excursion could be arranged.
8. It would probably be wise to use a combination of the above suggestions making use of any suitable incidental material available.

Evaluation

The suggestions listed below would be used by the teacher throughout the teaching of the unit and could be incorporated in the culminating activities if not used specifically as culminating activities.

1. Help children to summarize major items of interest.
2. Make paper and pencil tests from questions previously discussed.
3. Develop oral reports on a variety of topics assigned to individuals.
4. Check to see how well the class discusses the relationship between the ways of life of the various tribes and the part of the country in which they live.
5. Observe through discussion the attitude of the pupils toward the Indian.
6. Estimate their progress in appreciation of the Indian arts and crafts.
7. Observe responses to these activities requiring individual initiative and research.
8. Have the class, as a whole, prepare a bibliography of reference material and present it to the librarian.
9. Make a class map showing location of the various Indian tribes and develop it pictorially in terms of housing, available game, and clothing.
10. Write a brief paper showing some Indian influence on our American culture.
11. A check sheet could be helpful in observing growth in habits and attitudes.
12. Class standards should be developed before each experience and evaluated at the end of it.

Possible Experiences

A. Problem solving

1. Do research on the education of the Indian.
2. Do research on the Indian customs such as marriage, carrying of the small children, dances, etc., and report to the rest of the class their findings.
3. Make a list of the problems that faced the Indians during the winter season and how he dealt with them.
4. Discover and learn the meanings of some of the more common symbols used in the Indian sign language.
5. Find out why the Indians were forced from their land by the white settlers.
6. List the main activities of the early Indians and compare it with our everyday activities.
7. Do research on the effect that geographical conditions had on their way of life.
8. Find out what the Indians did for recreation in their leisure time.
9. Do research on the different types of homes and the reasons for the differences.
10. Find out the reason for Indians being called Indians.

B. Art Activities

1. To dress an Indian doll in authentic costume.
2. To draw pictures of the many different types of housing that the Indians used.
3. Make murals of historical Indian scenes.
4. Study Indian art.
5. Make designs for weaving which might have been used by the Indians.
6. Work out designs for weaving which might have been used by the Indians.
7. Observe some of the jewelry and crafts which the Indians have made.
8. Make attractive displays in order to learn the importance of order, size, shape, color combinations, etc.

9. Make use of a variety of mediums in depicting some of the characteristics of Indian dress and custom.
10. Read about the contributions that Indian art has made to our society.
11. Make paintings of the animals, rivers, and scenery that were present in the everyday life of the Indian.

C. Dramatizations

1. Dramatize an Indian story.
2. Give a dramatic play depicting how the Indians celebrated some of their holidays.
3. Give a program of distinctive songs and dances of the Indians.
4. Dramatize some of the things that they have learned about Indian life such as:
 - a. living in an Indian village
 - b. preparation of a meal
 - c. hunting for food
 - d. a feast following the hunt
 - e. trapping for food
 - f. moving of the village
 - g. use of their means of transportation
 - h. how bartering was carried on
 - i. developing useful products from some raw material, such as cloths from skins
 - j. a day in the education of the Indian child
 - k. the sending of messages from one village to another
 - l. the selection of a leader
 - m. discipline of a member of the tribe by the group

D. Construction activities

1. Draw maps of the U.S. and locate some of the homelands of the tribes.
2. Show the layout of an Indian village on a sand table.
3. Make clay models of types of housing, transportation, weapons, etc.
4. Make and decorate some utensil which the Indians might have used.
5. Make a poster showing some of the Indians' contributions to our culture

6. Compile a class book of materials collected during this unit.
7. Make models of Indian products.
8. Construct some of the Indian instruments that could be used to accompany Indian songs.
9. Make a small model of a teepee or adobe hut in the room.
10. Make some simple Indian costumes.

E. Musical Activities

1. To learn some Indian songs.
2. To appreciate Indian tribal music and learn how it came to be written.
3. Discover the different types of Indian music, such as:
lullabies
work songs
songs for fasting, praying, and for every important act of life
4. Learn about the instruments which the Indians used, such as drums, rattles, flutes and whistles.
5. Listen to records of Indian songs.
6. Write original songs which could have been sung or played by the Indians.
7. Do research into the tonal patterns used by the Indians in their songs.
8. Learn some dances and accompaniment to Indian songs.
9. Make some Indian musical instruments.

F. Creative experience

1. Write a theme on how the mountains, deserts, forests, and other natural phenomena influenced the lives of the Indians.
2. Write the life story of a typical Indian of one of the tribes.
3. Write a play about an Indian family during a hard winter.
4. Write poems about Indian heroes and their accomplishments.
5. Write a paper on the physical characteristics of the different Indian tribes.

6. Write a paper on the importance of hunting land to the Indian.
7. Act out spontaneously some event which the children are discussing.
8. Write biographies about some of the important personalities present in the history of the Indian.
9. Make a scrapbook of pictures.
10. Make a series of maps, charts, and graphs showing some phase of Indian life such as kinds of foods consumed by different tribes or types of shelters used.

G. Practice in skills

1. Write reports, plays and themes that will help in understanding the Indian and his way of life.
2. Read stories and books about the unit for specific and general information.
3. Report on various topics to the rest of the class and have the class evaluate the reports in terms of previously determined standards.
4. Have experience with some of the number concepts involved in:
drawing maps to scale
comparing Indian methods of measuring time with our own
computing the number of miles between Indian villages
constructing a time line to scale to show time
relationships visually
making graphs and charts
5. Develop skill in map reading and construction through:
making maps
understanding the legends
becoming familiar with latitude and longitude, meridians, parallels,
and zones
locating specific places and areas
6. Acquire more experience with group work through participation with others research, reporting, drama, etc.

H. Group work experience

1. Hold panel discussions on various topics such as how the Indian lived off of the land or his dependence on the tribe.
2. Have groups demonstrate some phase of Indian culture.
3. Pantomime some old Indian customs.

4. Discuss as a group some of the problems that should be explored in this unit.
5. Have groups of pupils work together on topics for the research and present their findings to the rest of the class.
6. Write and present plays about Indians.
7. Have groups of pupils work on murals, maps, graphs, etc.
8. Construct some of the types of housing that they had, as a group.
9. Have a group of students learn an Indian song or dance and present it to the rest of the class.

Materials and Resources

A. Books (children and adult)

A list of books is included in the bibliography for children. These books are listed there and should be referred to for reading materials.

B. Film strips

Indians of the Northwest Coast ("Sea Going Hunters")
SVEI A2331-1 31 frames

Indians of the Plains ("Buffalo Hunters on Horseback")
SVEI A237-2 27 frames

Indians of the Northwest Woodlands ("Hunters from the Long Raid")
SVEI A233-3 32 frames

Indians of the Southwest ("Pueblo Dwellers and an Apache Raid")
SVEI A233-4 35 frames

C. Slides

Indians of the Southwest	SVEI	S5H	10 slides
Indians of the Forest	SVEI	S6H	10 slides
Indians of the Plains	SVEI	S7H	10 slides
Life Among the Pueblo Indians	SVEI	S29H	11 slides
The American Indian Today	SVEI	S30H	16 slides

D. Motion Pictures

Apache Indians (Cor.)
Hopi Indians Arts and Crafts (Cor.)
Hopi Indians (Cor.)
Navajo Indians (EBF)
Loon's Necklace (EBF)
Navajo Children (EBF)
Supai Indians (EBF)
Cliff Dwellers in Colorado
Land of the Navajos
Modern Chippewa Indians
Indian Village of Antiquity
Indian Dances (EBF)
Longhouse People (EBF)
Navajo Country (U. of M.)
Pueblo Arts (U. of M.)
Seminole Indians (U. of M.)

E. Records

Winnebago Love Song
Pueblo Lullaby
The Sunrise Call - Zuni
Shuffling-Feet - Sioux
War Dance - Cheyenne
By the Waters of Minnetonka - Lieurance - V 21972
Chant of the Eagle Dance - Hopi - Victor Album F.89
Love with Tears - Cheyenne
Omaha Ceremonial
Dance Song - Omaha
Love Song - MacDowell
Shawnee Indian Hunting Dance - Skilton
From an Indian Lodge - MacDowell - Victor Album E.89

F. Excursions

Public Library - display cases
Museums
Indian Mounds

A.V. Department, Columbia Heights

Motion Pictures

- A-9 American Indians Before European Settlement
 11 minutes, I,J
 Before the coming of Europeans, North America was inhabited
 by Indian tribes who had occupied the continent for thousands
 of years.
- B-8 Boy of the Navajos
 11 minutes, P,I
 This is the story of a present-day Navajo boy as he herds
 sheep in Arizona.
- H-6 Hopi Indian Village Life
 11 minutes, P,I,J
 This portrayal of the Hopi Indians and their mode of living
 as it exists today, makes clear the changing character of Hopi
 Indian life.
- I-2 Indian Boy of the Southwest
 15 minutes, P,I
 In the film, Toboya, a Hopi Indian boy, tells us about his
 life, and his home. Toboya lives on a high mesa in the
 southwestern desert of the United States.
- I-7 Indian Family of Long Ago
 14 minutes, P,I
 Accurately re-creates the life of Plains Indians in the Dakotas
 and adjoining territories two hundred years ago.
- I-3 Indians of Early America
 22 minutes, P,I
 Photographed on location throughout the U.S and Canada, this
 film re-creates the environment and typical activities of
 tribes from four major regions - the eastern woodlands, the
 midwestern plains, the southwest, and the northwest coast.

Motion Pictures

- M-12 & 2 Meet the Sioux Indians
 11 minutes, P,I
 The way of life of the Sioux Indians, constantly on the move,
 carrying their possessions on a travois.
- W-14 Woodland Indians of Early America
 11 minutes, P,I
 Authentic reconstructions and scenes in the Eastern and Great
 Lakes regions provide settings for this study of Woodland
 Indian life prior to European influence.

Filmstrips

Our Friends - The American Indians
MC66 Indians of the Pacific Coast
MC67 Where Did the Indian Live
MC68 Eastern Forest Indians
MC69 Indians of the Western Plains
MC70 Pueblo Indians of the Southwest
MC71 Our Indian Neighbors Today

Man and His Fight for Freedom

E8201	Man's Origins	E8205	Man the Lawmaker
E8202	Man Learns to Communicate	E8206	Man the Laborer
E8203	Man, Builder of Cities	E8207	Man's Search for Liberty
E8204	Man's Commerce	E8208	Man's Governments

Indian Cultures of the Americas Series

E10631 The Incas, the Mayas and the Aztecs
E10632 Indians of the Southeast
E10633 Indians of the Southwest
E10634 Indians of the Northeast
E10635 Indians and Eskimos of the Northwest
E10636 Indians of the Plains

Eskimos of Alaska Series

C164 Summer Days
C165 Hunting and Fishing in Summer
C166 Winter Days
C167 Hunting and Fishing in Winter

Adventures with Early American Indians Series

A233-1 Indians of the Northwest Coast - Sea-Going Hunters
A233-2 Indians of the Plains - Buffalo Hunters on Horseback
A233-3 Indians of the Northeastern Woodlands - Hunter from the Longhouse
A233-4 Indians of the Southwest - Pueblo Dwellers and an Apache Raid

American Indian Cultures Plains and Woodland Series

E8661 The Boy of Lone Raven
E8662 The Manhood of Little Coyote
E8663 The Young Manhood of Quick Otter
E8664 The Travels of Quick Otter
E8665 Flamingo, Princess of the Natchez
E8666 The Journey of the Flamingo Princess

American Indian Life

C156	Food	C160	Ceremonies
C157	Clothing	C161	Games
C158	Crafts	C162	Transportation
C159	Decorations	C163	Communication

The Epic of Man Series

D175	Man Inherits the Earth	D179	Stone Age Faith
D176	The Dawn of Religion	D180	Sumer-1st Great Civilization
D177	The Growth of Society	D181	Great Age of Warriors; Homeric
D178	Stone Age People of Today		Greece

Records

SS1222	American Indian Dances
SS1223	War Whoops and Medicine Songs

Children's Bibliography

- Adrian, The Indian Horse Mystery. An Indian boy on the Yakima Indian reservation solves a robbery and tames a wild horse.
- Baker, The Shaman's Last Raid, Ebon and Melody return to the ways of their ancestors to please their old Indian grandfather.
- Baker, The Treasure of the Padres. Three children follow an old Indian treasure map in Arizona.
- Brooks, Bronzeville Boys and Girls. Collection of poems, for and about children, that are happy, sad, and thoughtful.
- Brown, Who Cares. Five stories set against underprivileged backgrounds.
- Buff, Dancing Cloud. The daily life of a Navajo family is told in direct, uncluttered words.
- Clark, Little Navajo Bluebird. Doli, a little Navajo Indian girl lives within two cultures in modern America.
- Drago, Many Beavers. Story of a crippled Cree boy and his love for a pet bear.
- Dunbar, Little Brown Baby. A collection of 25 poems especially for young children.
- Hill, Badger, the Mischief Maker. Badger, a young Indian, delights in playing tricks on everyone he meets.
- Hood, The Pink Puppy. Cindy creates an imaginary puppy to keep her company on a lonely Cherokee Indian reservation.
- Jane, Indian Island Mystery. Abbie Jane and Eric prove the innocence of their Indian friend.
- Lenski, Bayou Suzette. A bayou-French girl shares her home with an Indian friend.
- Smucker, Wigwam in the City. Realistic story of a Chippewa Indian family that leaves the reservation for a better life in Chicago.

Text Books

Living in the Americas

American People and Lands

Our Minnesota

The Indians of Minnesota

Indian Life

Adult Bibliography

Recognizing the need for more skillful teaching about the American Indian, the compiler of this bibliography used the following criteria for listing resources:

Usefulness to the classroom teacher, either as background material for himself or as possible learning tools for children.

Avoidance of stereotypes and derogatory images.

Reasonable accuracy.

General

Brandon, William. The American Heritage Book of Indians. New York: Dell Publishing Co., Inc. 1964. History of the American Indian from prehistoric times to present.

Brown, Vinson. Songs of the New Dawn. Healdsburg, California: Naturegraph Publishers, 1964. Poems referring to important Indian prophecies.

Collier, John. Indians of the Americas: The Long Hope. New York: Mentor Book, 1957. The long and tragic story of American Indians from prehistoric times to the present.

Forbes, Jack. The Indians in America's Past. Englewood Cliffs, New Jersey: Pocket Book, 1964. Quotes about and by Indians, valuable for contemporary voices.

Hogan, William T. American Indians. Chicago: U of Chicago Press, 1961. A history of Indian-white relations to the present. Many interesting but seldom mentioned facts of American history.

Jackson, Helen Hunt. A Century of Dishonor. Minneapolis: Ross & Haines, 1964. Historical presentation of the white man's violations of treaties with Indians.

LaFarge, Oliver. A Pictorial History of the American Indian. New York: Crown Publishers, 1956. The story of North American Indians from the landing of the white man to the present.

Shotwell, Louisa Rossiter. This is the Indian American. New York: Doubleday, 1964. Observations of and by Indians from all periods.

Washburn, Wilcomb. The Indian and the White Man. New York: Doubleday, 1964.

Minnesota

Eastman, Mary. Dahcotah: Life and Legends of the Sioux around the Snelling. Minneapolis: Ross and Haines, 1962. The Sioux as observed before much contact with non-Indians.

Kohl, J.G. Kitchi-Gami. Minneapolis: Ross and Haines, Inc., 1956. Chippewa culture in the middle 1850's as viewed by Kohl in his "wanderings round Lake Superior."

League of Women Voters of Minnesota. Indians in Minneapolis. Minneapolis: Training Center for Community Programs, University of Minnesota, 1962. Fact-filled booklet on Minnesota Indians, their special problems, and relation to the federal government.

Southwest

Underhill, Ruth. Indians of Southern California. Lawrence, Kansas: Haskell Institute, 1951. Information on daily living, band, family, gods, and history.

_____. The Northern Paiute Indians of California and Nevada. Lawrence, Kansas: Haskell Institute, 1941. Story of the Indians who first lived in the great basin of Eastern California and Nevada.

Young, Robert W. and William Morgan. Navajo Historical Sections. Bureau of Indian Affairs, U.S. Dept. of Interior, 1953. Stories and articles, authored by Navajos, on Navajo history in bilingual text.

West

Kroeber, Theodora. Ishi in the Two Worlds. University of California, 1962. The story of the last member of the Yahi tribe of California at the turn of the century and his entrance into civilization.

Northwest

Andrews, Ralph W. Indian Primitive. New York: Bonanza Books, 1960. Consists mainly of black and white photographs covering every aspect of Northwest coast Indians.

East

Bounds, Thelma V. The Story of the Mississippi Choctaws. Bureau of Indian Affairs, U.S. Dept. of Interior. A brief history of education, health, industry, and the Mississippi Choctaw Agency.

Plains

Hoebel, E. Adamson. The Cheyennes, Indians of the Great Plains. New York: Holt, Rinehard, and Winston, Inc., 1960. A well-rounded picture of the Cheyenne way of life.

Biography

Linderman, Frank B. Plenty Coups, Chief of the Crows.
Lincoln: University of Nebraska Press, 1962. The story of his life, as told by one of the last great chieftains.

Marquis, Thomas B. Wooden Leg, A Warrior Who Fought Custer.
Lincoln: University of Nebraska, 1931.

Sandoz, Mari. Crazy Horse. Lincoln: University of Nebraska Press, 1962. The well-told story of one of the greatest men of all time with the life of his people in a crucial period.

Myths and Legends

Burland, Cottie. North American Indian Mythology. New York: Tudor Publishing Co., 1965. Presents the major groups of North American Indians, their gods, mythological heroes, and typical beliefs.

Coleman, Sister Bernard, et.al. Ojibway Myths and Legends.
Minneapolis: Ross and Haines, 1962.

Feldmann, Susan. The Story Telling Stone. New York: Dell Publishing Co., 1965. Collection of myths and tales of North American Indians.

Thayer, Mrs. Carl T. Indian Legends of Minnesota. Minnesota: Sibley House Association.

Poetry

Astrov, Margot. American Indian Prose and Poetry. Putnam. Anthology of literature, oratory, and songs from many tribes.

Art

Cohoe. A Cheyenne Sketchbook. Norman: University of Oklahoma Press, 1964.

Dockstader, Frederick. Indian Art in America. Greenwich: New York Graphic Society, 1962. Beautifully illustrated survey of North American Indian art.

Crafts

Lismer, Marjorie. Seneca Splint Basketry. Branch of Education, Bureau of Indian Affairs, U.S. Dept. of the Interior.

Paul, Frances. Spruce Root Basketry of the Alaska Tlingit.
Kansas: Haskell Institute, 1944.

Underhill, Ruth. Pueblo Crafts. Branch of Education, Bureau of Indian Affairs.

Craft Sources - for purchase of crafts or supplies

American Indian Tobacco and Enterprises Lamentation Mountain, U.S. Route 5, Meriden, Connecticut. Kinni-Kinnick American Indian Tobacco and some craft items. Write for brochure and booklet on Kinni-Kinnick.

Parson's Indian Trading Post, Wisconsin Dells, Wisconsin, modern and old craft objects for sale.

Tipi shop, Sioux Indian Museum Halley Park, P.O. Box 1504, Rapid City, South Dakota 57701. Sioux bead work. Write for price list.

Music

Archive of Folk Song, The Library of Congress, Washington, D.C.
20540

As Long as the Grass Shall Grow. Peter LaFarge sings of the Indians. Folkways Records FN 2532.

Densmore, Frances. The American Indians and Their Music. New York: The Women's Press, 1936. Excellent source of information on songs, rituals, and instruments.

Densmore, Frances. The Study of Indian Music. Washington, D.C. U.S. Government Printing Office, 1942.

Music of the Sioux and Navajo. Ethnic Folkways Library
Album No. 4401, New York, 1953.

Fiction

LaFarge, Oliver. Laughing Boy. Boston: Houghton Mifflin Co., 1929. Pulitzer prize winner.

Manfred, Frederick. Conquering Horse. Englewood Cliff, N.J.: Pocket Books. A novel in which a young Sioux strives for the symbol of manhood, an honor feather. No whites are in the story.

